



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

20880 W. Main Street, Buckeye, AZ 85326

Litchfield Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Highly Performing  
2004-05 Highly Performing  
2003-04 N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mrs. Heather Lynn Cruz  
Schedule : 08:00 AM to 04:00 PM  
Grades : K-8  
Web Address : [www.lesd.k12.az.us/verrado](http://www.lesd.k12.az.us/verrado)  
Phone Number : (623) 547-1300  
Fax Number : (623) 853-2358  
E-mail : [cruz@lesd.k12.az.us](mailto:cruz@lesd.k12.az.us)

### Mission

Verrado Mission Statement:

Verrado School is dedicated to providing a safe, supportive environment where all students will engage in a variety of rich educational experiences that will empower them to shape their futures and become contributing members of the community.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Met  
2004-05 Met  
2003-04 N/A

#### School Improvement Status (b)

2005-06 N/A  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

### Enrollment

October 1, 2005 School Year Student Enrollment : 773  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 230

## Instructional Programs

- Ü Honor's Classes
- Ü Technology-Based Learning
- Ü All Day Kindergarten
- Ü Middle School Philosophy
- Ü After School Tutoring
- Ü Pre-School
- Ü Rodel Mac-Ro Math at 2nd Grade

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/8/2005
Last Day of School :	5/26/2006

## Shared Responsibilities

### School

Verrado has high academic standards for each and every student. We aim to provide an environment that will help each student to reach their full potential academically, socially, and behaviorially.

### Parents

We believe that the parents are an integral part of every child's success at school. In this aptrtnership, communication is the key; both with your child and with the teachers. We strongly encourage parents to work closely with their child, provide guidance on a daily basis, and inititate communication with the teachers if there are concerns or questions. Every child deserves a partnership of adults working together on his/her best interest. Communication is everyone's responsibility.

## Transportation Policy

Transportation is provided for students who live further than one mile from the school site. Students that attend this school under open enrollment are required to provide their own transportation.

Riding the school bus is a privilege, not a right. Students are expected to behave and to follow the bus rules. A copy of those rules can be found in our student handbook.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor

Year

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	48	903	80010	100	100	99	462	456	447	6	6	10	10	12	18	60	61	53	23	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	458	38935	100	100	99	448	457	447	11	4	9	11	11	19	63	63	55	15	21	17
Male	21	445	40974	100	100	98	480	455	448	NA	8	11	10	13	18	57	58	52	33	21	19
African American	NC	92	4201	NC	100	99	NC	440	430	NC	12	17	NC	15	23	NC	61	51	NC	12	9
Hispanic	NC	264	34545	NC	100	99	NC	441	432	NC	8	14	NC	17	24	NC	64	53	NC	10	9
Asian/Pacific Islander	NC	45	2068	NC	100	99	NC	461	474	NC	2	4	NC	16	10	NC	60	50	NC	22	36
American Indian/Alaskan Native	NC	11	3979	NC	100	96	NC	446	424	NC	9	17	NC	9	30	NC	64	47	NC	18	6
White	34	491	35142	100	99	99	466	467	465	3	4	5	12	8	11	59	59	56	26	29	28
Students with Disabilities	NC	117	10161	NC	100	93	NC	426	419	NC	29	28	NC	19	28	NC	39	36	NC	13	8
Students without Disabilities	47	786	69849	100	100	100	464	461	451	4	3	7	11	11	17	62	64	56	23	22	19
Limited English Proficient Students	NC	72	14013	NC	100	97	NC	415	413	NC	18	24	NC	36	34	NC	46	39	NC	NA	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	11	239	39029	100	100	98	434	438	432	27	13	14	18	19	25	45	57	52	9	11	9
Non-Economically Disadvantaged	37	664	40981	100	100	100	471	463	462	NA	4	6	8	10	13	65	62	54	27	25	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	48	905	79438	100	100	98	480	461	451	2	8	9	15	17	24	65	62	56	19	13	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	460	38775	100	100	99	482	470	457	4	5	7	15	14	22	63	65	58	19	17	13
Male	21	445	40560	100	100	97	476	451	446	NA	11	12	14	20	25	67	60	54	19	10	9
African American	NC	92	4178	NC	100	98	NC	446	439	NC	13	13	NC	21	29	NC	57	52	NC	10	6
Hispanic	NC	264	34297	NC	100	98	NC	446	434	NC	12	14	NC	22	31	NC	59	50	NC	7	5
Asian/Pacific Islander	NC	45	2063	NC	100	99	NC	461	475	NC	7	3	NC	16	15	NC	69	63	NC	9	20
American Indian/Alaskan Native	NC	11	3940	NC	100	95	NC	448	429	NC	NA	14	NC	36	36	NC	64	47	NC	NA	3
White	34	493	34887	100	100	98	481	472	471	3	5	4	9	13	15	68	64	63	21	18	18
Students with Disabilities	NC	118	9588	NC	100	88	NC	417	416	NC	36	30	NC	25	32	NC	35	34	NC	5	5
Students without Disabilities	47	787	69850	100	100	100	482	467	456	NA	4	7	15	15	23	66	66	59	19	15	12
Limited English Proficient Students	NC	72	13856	NC	100	96	NC	403	407	NC	33	27	NC	38	43	NC	28	29	NC	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	11	239	38685	100	100	97	448	437	435	9	16	14	36	23	32	45	54	50	9	6	5
Non-Economically Disadvantaged	37	666	40753	100	100	99	489	470	467	NA	5	5	8	14	16	70	65	62	22	16	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	48	901	79971	100	100	99	441	436	423	2	6	8	40	36	41	58	50	49	NA	8	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	458	38974	100	100	99	439	458	437	NA	2	5	44	27	33	56	59	57	NA	13	4
Male	21	443	40895	100	100	98	444	413	410	5	12	10	33	45	47	62	41	41	NA	2	2
African American	NC	92	4203	NC	100	99	NC	423	411	NC	4	11	NC	47	45	NC	43	43	NC	5	2
Hispanic	NC	261	34481	NC	100	99	NC	426	410	NC	9	10	NC	41	46	NC	43	43	NC	7	1
Asian/Pacific Islander	NC	45	2067	NC	100	99	NC	435	449	NC	9	4	NC	24	28	NC	58	60	NC	9	8
American Indian/Alaskan Native	NC	11	3995	NC	100	96	NC	433	409	NC	NA	10	NC	36	47	NC	64	42	NC	NA	1
White	34	492	35150	100	100	99	441	443	437	3	5	5	44	32	35	53	54	56	NA	8	5
Students with Disabilities	NC	117	10258	NC	100	94	NC	380	377	NC	27	23	NC	40	51	NC	31	25	NC	2	1
Students without Disabilities	47	784	69713	100	100	100	442	443	429	2	3	5	38	35	39	60	53	52	NA	9	3
Limited English Proficient Students	NC	71	13985	NC	99	97	NC	381	382	NC	23	18	NC	48	54	NC	30	27	NC	NA	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	11	237	38994	100	99	98	412	420	409	9	10	10	55	45	47	36	40	41	NA	5	1
Non-Economically Disadvantaged	37	664	40977	100	100	100	450	441	437	NA	5	5	35	33	34	65	53	56	NA	9	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	41	901	80147	100	100	99	481	495	482	7	7	11	20	12	17	59	49	49	15	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	465	39281	100	100	99	477	497	483	8	6	9	24	10	17	52	52	50	16	32	24
Male	16	434	40780	100	100	98	488	494	482	6	7	12	13	14	17	69	46	48	13	32	24
African American	--	72	4249	--	100	99	--	476	464	--	15	17	--	13	22	--	50	48	--	22	13
Hispanic	13	276	33494	100	100	99	447	479	466	15	9	15	38	21	23	46	50	49	NA	21	14
Asian/Pacific Islander	NC	45	2103	NC	100	99	NC	527	515	NC	2	4	NC	2	8	NC	42	44	NC	53	45
American Indian/Alaskan Native	--	11	4117	--	92	96	--	494	456	--	18	19	--	NA	27	--	73	46	--	9	8
White	27	495	36122	100	100	99	495	504	501	4	4	5	11	8	10	67	49	50	19	38	35
Students with Disabilities	NC	108	10295	NC	99	92	NC	442	443	NC	32	33	NC	28	26	NC	31	33	NC	9	8
Students without Disabilities	39	793	69852	100	100	100	482	502	488	8	3	7	18	10	16	59	52	51	15	35	26
Limited English Proficient Students	NC	73	12722	NC	100	97	NC	450	441	NC	15	27	NC	27	33	NC	52	37	NC	5	3
Migrant Students	NC	NC	622	NC	NC	97	NC	NC	454	NC	NC	19	NC	NC	30	NC	NC	43	NC	NC	8
Economically Disadvantaged	11	236	38371	100	99	97	459	472	465	9	10	15	27	23	23	64	52	49	NA	16	13
Non-Economically Disadvantaged	30	665	41776	100	100	100	489	504	498	7	6	6	17	8	11	57	49	49	20	38	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	41	901	79686	100	100	98	475	481	470	12	8	11	12	18	24	66	63	57	10	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	465	39163	100	100	99	475	487	475	12	5	9	16	14	22	60	68	60	12	12	10
Male	16	434	40438	100	100	97	476	474	465	13	11	13	6	22	25	75	58	54	6	9	7
African American	--	71	4228	--	99	98	--	470	458	--	17	15	--	17	28	--	59	53	--	7	4
Hispanic	13	276	33299	100	100	98	450	461	452	15	14	17	23	24	32	62	57	47	NA	5	3
Asian/Pacific Islander	NC	45	2097	NC	100	99	NC	504	490	NC	2	5	NC	9	13	NC	69	68	NC	20	14
American Indian/Alaskan Native	--	12	4087	--	100	96	--	478	446	--	8	16	--	17	38	--	67	44	--	8	2
White	27	495	35914	100	100	98	486	491	489	11	4	5	7	16	15	67	67	67	15	14	14
Students with Disabilities	NC	107	9808	NC	98	87	NC	426	432	NC	38	35	NC	36	32	NC	23	30	NC	3	3
Students without Disabilities	39	794	69878	100	100	100	478	488	475	10	4	8	13	15	23	67	69	61	10	12	9
Limited English Proficient Students	NC	73	12594	NC	100	96	NC	428	422	NC	30	34	NC	41	45	NC	29	21	NC	NA	0
Migrant Students	NC	NC	611	NC	NC	95	NC	NC	439	NC	NC	22	NC	NC	39	NC	NC	37	NC	NC	2
Economically Disadvantaged	11	236	38095	100	99	97	470	457	452	9	16	17	18	27	32	73	53	48	NA	4	3
Non-Economically Disadvantaged	30	665	41591	100	100	99	477	489	486	13	5	6	10	15	16	63	67	65	13	13	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	41	901	80372	100	100	99	508	491	475	NA	2	4	20	22	30	73	71	64	7	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	466	39452	100	100	99	511	504	488	NA	1	3	16	15	22	76	78	72	8	6	3
Male	16	433	40836	100	100	98	504	476	464	NA	4	6	25	30	37	69	64	56	6	2	1
African American	--	71	4264	--	99	99	--	476	465	--	4	5	--	28	35	--	68	59	--	NA	1
Hispanic	13	277	33608	100	100	99	493	477	462	NA	4	6	23	30	36	77	63	57	NA	3	1
Asian/Pacific Islander	NC	45	2098	NC	100	99	NC	510	500	NC	NA	2	NC	7	16	NC	84	75	NC	9	7
American Indian/Alaskan Native	--	12	4128	--	100	97	--	498	464	--	NA	4	--	25	39	--	75	56	--	NA	1
White	27	494	36213	100	100	99	516	498	489	NA	2	2	19	18	22	70	75	72	11	5	3
Students with Disabilities	NC	107	10526	NC	98	94	NC	435	427	NC	10	15	NC	61	53	NC	29	31	NC	NA	1
Students without Disabilities	39	794	69846	100	100	100	512	498	482	NA	1	3	18	17	26	74	77	69	8	5	2
Limited English Proficient Students	NC	73	12747	NC	100	97	NC	438	432	NC	11	12	NC	49	52	NC	38	36	NC	1	0
Migrant Students	NC	NC	621	NC	NC	97	NC	NC	452	NC	NC	9	NC	NC	40	NC	NC	51	NC	NC	0
Economically Disadvantaged	11	237	38521	100	100	98	512	471	461	NA	5	6	18	32	38	73	60	55	9	2	1
Non-Economically Disadvantaged	30	664	41851	100	100	100	507	498	489	NA	2	3	20	18	22	73	75	72	7	5	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	45	861	79306	100	100	99	522	522	504	7	9	13	18	12	20	44	52	49	31	28	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	415	38845	100	100	99	522	520	505	NA	8	11	15	13	20	60	53	50	25	26	18
Male	25	445	40383	100	100	98	522	523	504	12	9	14	20	11	19	32	50	47	36	29	19
African American	NC	63	4171	NC	100	98	NC	500	485	NC	19	20	NC	14	26	NC	52	44	NC	14	10
Hispanic	12	273	32673	100	100	99	505	507	487	NA	12	18	33	18	25	50	51	46	17	19	10
Asian/Pacific Islander	NC	41	2147	NC	100	99	NC	540	539	NC	NA	5	NC	12	10	NC	39	46	NC	49	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	28	478	36234	100	99	99	534	532	523	4	6	6	11	9	13	50	53	52	36	33	28
Students with Disabilities	NC	75	10286	NC	100	91	NC	465	462	NC	43	41	NC	25	27	NC	25	27	NC	7	5
Students without Disabilities	42	786	69020	100	100	100	523	526	510	5	5	9	17	11	18	45	54	52	33	30	21
Limited English Proficient Students	NC	43	10291	NC	100	96	NC	463	458	NC	42	38	NC	19	34	NC	37	26	NC	2	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	NC	236	37437	NC	98	97	NC	498	486	NC	17	19	NC	17	26	NC	51	46	NC	15	9
Non-Economically Disadvantaged	37	625	41869	100	100	100	531	531	521	3	5	7	16	10	14	43	52	51	38	32	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	45	861	79000	100	100	98	502	502	489	7	5	10	13	18	24	69	64	58	11	12	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	414	38774	100	100	99	504	507	494	5	4	7	10	15	22	75	67	61	10	14	10
Male	25	446	40150	100	100	98	501	498	485	8	7	12	16	20	25	64	62	55	12	11	8
African American	NC	63	4153	NC	100	98	NC	492	476	NC	10	13	NC	22	30	NC	62	53	NC	6	4
Hispanic	12	273	32508	100	100	98	488	487	472	8	8	15	25	27	33	67	56	49	NA	8	3
Asian/Pacific Islander	NC	41	2142	NC	100	99	NC	512	510	NC	NA	4	NC	2	14	NC	88	67	NC	10	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	28	478	36135	100	99	98	513	513	508	4	3	4	7	13	14	71	68	67	18	16	15
Students with Disabilities	NC	74	9991	NC	99	88	NC	450	449	NC	28	33	NC	41	36	NC	28	29	NC	3	2
Students without Disabilities	42	787	69009	100	100	100	503	507	495	7	3	6	10	16	22	71	68	62	12	13	10
Limited English Proficient Students	NC	43	10199	NC	100	95	NC	440	439	NC	28	35	NC	58	47	NC	14	18	NC	NA	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	NC	237	37234	NC	98	97	NC	481	472	NC	12	15	NC	29	33	NC	52	50	NC	7	3
Non-Economically Disadvantaged	37	624	41766	100	100	99	508	510	505	5	3	5	11	14	16	70	69	65	14	15	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	45	863	79611	100	100	99	520	520	496	NA	4	7	33	27	37	67	68	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	416	39016	100	100	99	531	534	511	NA	3	4	20	18	29	80	79	66	NA	1	1
Male	25	446	40519	100	100	98	511	506	482	NA	5	10	44	36	44	56	59	46	NA	0	0
African American	NC	63	4188	NC	100	98	NC	506	486	NC	11	9	NC	24	40	NC	65	50	NC	NA	0
Hispanic	12	275	32855	100	100	99	528	507	481	NA	5	10	33	34	43	67	61	47	NA	NA	0
Asian/Pacific Islander	NC	41	2149	NC	100	100	NC	551	519	NC	NA	4	NC	7	24	NC	90	70	NC	2	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	28	478	36380	100	99	99	519	527	511	NA	3	4	32	25	30	68	72	65	NA	1	1
Students with Disabilities	NC	76	10664	NC	100	94	NC	456	440	NC	20	23	NC	51	54	NC	29	22	NC	NA	1
Students without Disabilities	42	787	68947	100	100	100	521	525	504	NA	2	4	31	25	34	69	72	61	NA	1	1
Limited English Proficient Students	NC	43	10362	NC	100	97	NC	446	438	NC	16	22	NC	63	57	NC	21	21	NC	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	NC	238	37626	NC	99	98	NC	493	479	NC	8	10	NC	40	45	NC	51	45	NC	NA	0
Non-Economically Disadvantaged	37	625	41985	100	100	100	527	530	511	NA	2	4	24	22	30	76	75	65	NA	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	210	932	79327	100	100	98	539	528	518	9	13	19	15	15	20	48	52	46	28	19	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	95	472	38961	100	100	98	538	529	520	11	11	16	16	14	20	44	55	48	29	19	16
Male	115	459	40295	99	100	97	541	527	516	8	15	21	14	17	19	51	49	44	27	20	16
African American	NC	104	4247	NC	98	98	NC	508	499	NC	16	27	NC	24	24	NC	52	41	NC	8	8
Hispanic	59	312	32327	98	100	98	521	512	499	17	20	27	24	20	25	37	47	41	22	14	8
Asian/Pacific Islander	NC	40	1939	NC	100	99	NC	564	556	NC	3	6	NC	18	10	NC	43	47	NC	38	36
American Indian/Alaskan Native	NC	10	4391	NC	100	96	NC	NA	489	NC	NA	32	NC	NA	27	NC	NA	36	NC	NA	4
White	138	465	36373	100	100	98	550	540	538	4	9	10	10	10	14	54	57	52	32	25	25
Students with Disabilities	22	76	9321	100	100	87	494	456	467	32	64	54	14	14	22	45	18	21	9	3	3
Students without Disabilities	188	856	70006	99	100	100	543	534	524	6	9	14	15	16	19	48	55	49	30	21	18
Limited English Proficient Students	11	50	9431	100	100	95	476	478	466	45	46	53	27	20	27	18	32	18	9	2	1
Migrant Students	NC	NC	635	NC	NC	94	NC	NC	488	NC	NC	31	NC	NC	29	NC	NC	36	NC	NC	4
Economically Disadvantaged	47	255	37097	100	99	97	512	501	498	21	26	27	23	20	25	32	45	41	23	10	7
Non-Economically Disadvantaged	163	677	42230	99	100	99	547	538	535	6	8	11	12	14	15	53	55	50	29	23	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	210	931	79501	100	100	98	511	506	497	5	7	10	16	19	25	73	69	60	6	5	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	95	472	39062	100	100	99	517	512	502	5	5	8	16	16	23	69	73	64	9	6	5
Male	115	458	40368	99	100	98	507	499	491	5	10	13	17	22	27	76	65	57	3	3	3
African American	NC	104	4279	NC	98	99	NC	492	485	NC	9	14	NC	28	30	NC	63	54	NC	1	2
Hispanic	59	312	32389	98	100	98	498	492	478	7	11	16	29	28	34	59	58	48	5	3	1
Asian/Pacific Islander	NC	40	1936	NC	100	99	NC	520	519	NC	5	3	NC	18	14	NC	63	73	NC	15	9
American Indian/Alaskan Native	NC	10	4401	NC	100	96	NC	NA	473	NC	NA	17	NC	NA	40	NC	NA	43	NC	NA	1
White	138	465	36446	100	100	99	519	517	516	3	5	4	11	12	15	80	78	73	6	6	7
Students with Disabilities	22	75	9411	100	100	88	471	444	453	23	47	36	27	31	36	41	20	26	9	3	1
Students without Disabilities	188	856	70090	99	100	100	515	511	502	3	4	7	15	18	24	77	73	65	5	5	5
Limited English Proficient Students	11	50	9401	100	100	94	458	452	443	18	34	40	45	38	46	36	28	14	NA	NA	0
Migrant Students	NC	NC	642	NC	NC	95	NC	NC	465	NC	NC	24	NC	NC	41	NC	NC	35	NC	NC	0
Economically Disadvantaged	47	255	37183	100	99	97	490	483	479	9	14	16	32	31	34	60	55	49	NA	1	1
Non-Economically Disadvantaged	163	676	42318	99	100	99	517	514	513	4	5	5	12	15	17	77	74	70	7	6	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	210	931	80000	100	100	99	574	577	564	1	1	3	7	8	11	76	77	75	16	15	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	95	473	39288	100	100	99	594	594	579	NA	0	2	3	3	6	72	77	77	25	20	16
Male	115	457	40644	99	100	98	557	560	549	3	2	4	10	13	15	79	76	74	8	9	7
African American	NC	106	4307	NC	100	99	NC	573	551	NC	1	4	NC	12	13	NC	76	75	NC	10	7
Hispanic	59	312	32672	98	100	99	556	567	548	3	2	4	14	10	14	73	78	76	10	10	6
Asian/Pacific Islander	NC	40	1945	NC	100	99	NC	604	592	NC	NA	1	NC	3	4	NC	70	69	NC	28	25
American Indian/Alaskan Native	NC	10	4424	NC	100	97	NC	NA	549	NC	NA	3	NC	NA	14	NC	NA	77	NC	NA	5
White	137	463	36602	99	100	99	580	581	579	1	1	2	4	5	7	77	76	75	18	17	16
Students with Disabilities	21	73	9919	95	97	93	493	500	505	5	3	9	38	49	35	48	44	54	10	4	2
Students without Disabilities	189	858	70081	100	100	100	581	583	571	1	1	2	4	4	7	79	79	79	16	16	12
Limited English Proficient Students	11	50	9571	100	100	96	496	524	502	NA	4	10	55	30	29	45	64	60	NA	2	1
Migrant Students	NC	NC	654	NC	NC	97	NC	NC	534	NC	NC	7	NC	NC	16	NC	NC	74	NC	NC	3
Economically Disadvantaged	47	256	37534	100	100	98	548	560	547	4	3	4	17	13	15	74	77	76	4	7	5
Non-Economically Disadvantaged	163	675	42466	99	100	100	581	583	578	1	1	2	4	5	7	76	76	75	19	18	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District



Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	183	896	78546	100	100	97	559	548	543	5	10	15	14	18	18	63	58	52	18	15	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	97	450	38645	100	100	98	557	551	545	6	7	13	13	16	18	62	62	54	19	15	15
Male	86	446	39792	100	99	97	562	546	542	3	13	17	14	19	17	65	53	50	17	15	15
African American	12	120	4205	100	98	97	570	537	524	8	19	22	8	16	22	67	54	49	17	11	7
Hispanic	41	266	31177	100	100	97	545	535	524	2	12	22	22	24	23	66	54	48	10	9	7
Asian/Pacific Islander	NC	43	1940	NC	98	99	NC	561	580	NC	2	5	NC	12	9	NC	70	53	NC	16	33
American Indian/Alaskan Native	NC	NC	4689	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	25	NC	NC	43	NC	NC	4
White	123	458	36450	100	100	97	564	557	563	5	6	7	12	15	12	61	60	57	22	19	23
Students with Disabilities	12	61	8093	100	97	82	506	497	489	33	44	50	25	26	24	42	28	23	NA	2	2
Students without Disabilities	171	835	70453	100	100	100	562	552	549	3	7	11	13	17	17	65	60	56	19	16	16
Limited English Proficient Students	NC	47	9323	NC	100	94	NC	503	491	NC	26	47	NC	43	28	NC	32	24	NC	NA	1
Migrant Students	NC	NC	674	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	27	NC	NC	40	NC	NC	5
Economically Disadvantaged	38	248	34694	100	99	96	537	531	524	5	18	23	26	23	23	63	51	48	5	9	7
Non-Economically Disadvantaged	145	648	43852	100	100	99	565	555	559	5	7	10	10	16	13	63	60	56	21	17	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	183	897	79045	100	100	98	535	520	512	3	6	10	17	22	25	66	65	58	14	7	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	97	451	38860	100	100	98	534	525	519	3	4	7	18	18	22	67	71	62	12	7	8
Male	86	446	40075	100	99	97	536	514	505	3	8	12	16	26	28	65	59	54	15	7	6
African American	12	121	4250	100	99	98	556	515	500	NA	9	12	17	23	31	50	59	54	33	9	3
Hispanic	41	266	31314	100	100	98	522	506	493	2	8	16	24	29	34	68	61	48	5	2	2
Asian/Pacific Islander	NC	43	1949	NC	98	99	NC	522	536	NC	2	4	NC	19	15	NC	72	66	NC	7	15
American Indian/Alaskan Native	NC	NC	4719	NC	NC	96	NC	NC	489	NC	NC	15	NC	NC	39	NC	NC	45	NC	NC	2
White	123	458	36730	100	100	98	537	529	532	4	4	4	15	18	16	66	68	68	15	10	12
Students with Disabilities	12	62	8552	100	98	87	484	471	463	17	34	35	33	34	40	50	29	23	NA	3	1
Students without Disabilities	171	835	70493	100	100	100	537	523	517	2	4	7	16	21	24	67	68	62	15	8	8
Limited English Proficient Students	NC	47	9355	NC	100	95	NC	469	456	NC	26	37	NC	45	48	NC	30	15	NC	NA	0
Migrant Students	NC	NC	682	NC	NC	96	NC	NC	480	NC	NC	23	NC	NC	37	NC	NC	39	NC	NC	1
Economically Disadvantaged	38	248	34922	100	99	96	515	504	493	3	10	15	37	29	34	53	57	48	8	4	3
Non-Economically Disadvantaged	145	649	44123	100	100	99	540	526	527	3	4	6	12	19	18	70	68	66	15	9	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	182	894	79657	100	99	99	580	576	566	1	2	3	5	5	8	92	91	87	2	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	97	450	39120	100	100	99	588	589	580	1	1	2	2	2	4	95	94	92	2	3	2
Male	85	444	40423	100	99	98	570	563	553	NA	2	5	9	9	12	88	88	83	2	1	1
African American	12	121	4290	100	99	99	589	564	560	NA	3	4	NA	8	9	100	88	86	NA	1	1
Hispanic	41	267	31642	100	100	99	569	568	552	2	2	5	7	7	11	90	89	84	NA	2	0
Asian/Pacific Islander	NC	42	1948	NC	95	99	NC	581	589	NC	2	1	NC	2	3	NC	90	91	NC	5	4
American Indian/Alaskan Native	NC	NC	4760	NC	NC	97	NC	NC	547	NC	NC	5	NC	NC	14	NC	NC	81	NC	NC	0
White	122	456	36929	99	100	99	583	583	579	NA	1	2	6	4	5	91	93	91	3	2	2
Students with Disabilities	12	61	9069	100	97	92	519	516	508	8	10	11	33	31	30	58	59	58	NA	NA	1
Students without Disabilities	170	833	70588	99	100	100	583	580	573	NA	1	2	4	4	5	94	93	91	2	2	1
Limited English Proficient Students	NC	47	9521	NC	100	96	NC	536	507	NC	4	13	NC	17	24	NC	79	63	NC	NA	0
Migrant Students	NC	NC	694	NC	NC	98	NC	NC	546	NC	NC	5	NC	NC	12	NC	NC	82	NC	NC	1
Economically Disadvantaged	38	248	35341	100	99	97	568	560	551	NA	3	5	8	8	12	92	87	83	NA	1	0
Non-Economically Disadvantaged	144	646	44316	100	100	100	583	582	578	1	1	2	5	4	5	92	93	90	3	2	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	179	860	78400	100	100	97	548	549	554	20	22	21	23	22	19	49	45	47	8	11	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	93	392	38686	100	100	98	546	547	554	18	22	20	29	24	20	46	45	49	6	9	12
Male	86	468	39636	100	100	96	549	551	554	21	22	23	17	20	18	51	45	46	10	13	13
African American	NC	89	4193	NC	100	97	NC	533	533	NC	29	32	NC	22	23	NC	45	40	NC	3	5
Hispanic	55	301	30732	100	100	97	537	537	534	24	29	31	31	25	24	44	40	40	2	6	5
Asian/Pacific Islander	NC	37	1827	NC	100	99	NC	596	594	NC	5	8	NC	8	12	NC	51	49	NC	35	31
American Indian/Alaskan Native	NC	13	4536	NC	100	95	NC	527	528	NC	46	35	NC	15	25	NC	38	37	NC	NA	4
White	109	420	37038	100	100	97	554	558	575	17	16	11	20	21	14	50	48	56	12	14	19
Students with Disabilities	23	83	7840	100	100	81	476	492	498	65	67	60	17	20	18	17	10	20	NA	2	2
Students without Disabilities	156	777	70560	100	100	99	555	554	560	13	17	17	24	22	19	53	49	50	10	12	14
Limited English Proficient Students	NC	51	8956	NC	98	95	NC	512	502	NC	61	56	NC	16	25	NC	18	18	NC	6	1
Migrant Students	NC	10	676	NC	100	95	NC	NA	523	NC	NA	38	NC	NA	25	NC	NA	36	NC	NA	1
Economically Disadvantaged	41	238	33014	100	99	95	531	532	534	37	36	31	17	18	24	44	40	40	2	6	5
Non-Economically Disadvantaged	138	622	45386	100	100	99	552	556	569	14	17	15	25	24	15	50	47	52	10	13	18

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	179	860	79179	100	100	98	534	525	519	8	8	11	13	22	27	69	64	58	9	6	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	93	392	38974	100	100	99	538	529	524	5	7	8	12	20	25	75	67	61	8	6	5
Male	86	468	40124	100	100	97	531	522	513	12	9	13	15	24	28	63	60	54	10	6	4
African American	NC	89	4243	NC	100	98	NC	508	506	NC	12	14	NC	28	32	NC	58	51	NC	1	3
Hispanic	55	302	30987	100	100	98	520	512	498	7	11	17	25	28	36	67	58	45	NA	3	1
Asian/Pacific Islander	NC	37	1832	NC	100	99	NC	547	543	NC	NA	4	NC	14	17	NC	76	69	NC	11	10
American Indian/Alaskan Native	NC	14	4573	NC	100	96	NC	507	494	NC	29	16	NC	14	41	NC	43	42	NC	14	1
White	109	418	37467	100	99	98	542	536	539	8	6	5	7	18	17	72	68	70	13	9	8
Students with Disabilities	23	83	8567	100	100	88	463	466	467	48	43	39	13	31	38	35	23	22	4	2	1
Students without Disabilities	156	777	70612	100	100	99	542	530	524	3	5	7	13	21	25	74	68	62	10	6	5
Limited English Proficient Students	NC	52	9013	NC	100	95	NC	473	461	NC	21	40	NC	50	48	NC	29	12	NC	NA	0
Migrant Students	NC	10	680	NC	100	96	NC	NA	487	NC	NA	20	NC	NA	43	NC	NA	36	NC	NA	1
Economically Disadvantaged	41	239	33345	100	100	96	513	508	499	17	13	17	20	29	36	59	55	46	5	3	1
Non-Economically Disadvantaged	138	621	45834	100	100	99	540	531	533	6	7	7	12	19	19	72	67	67	10	7	7

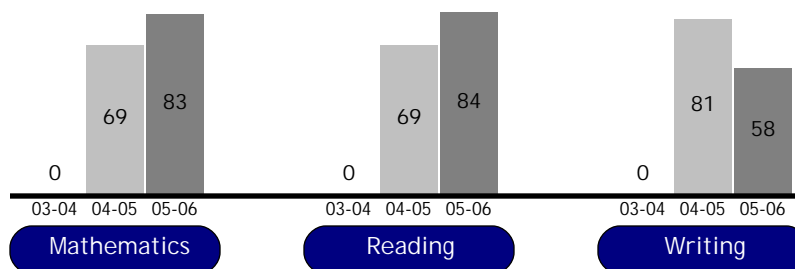
Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	179	860	79734	100	100	99	558	563	554	2	3	3	15	13	19	82	84	78	1	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	93	392	39243	100	100	99	572	579	568	2	2	2	6	7	12	90	90	85	1	1	1
Male	86	468	40413	100	100	98	544	550	541	2	3	4	24	19	26	73	78	70	NA	NA	0
African American	NC	89	4285	NC	100	99	NC	556	548	NC	2	3	NC	17	22	NC	81	74	NC	NA	0
Hispanic	55	301	31254	100	100	99	552	555	539	4	4	5	16	15	25	78	80	70	2	1	0
Asian/Pacific Islander	NC	37	1837	NC	100	99	NC	570	579	NC	8	1	NC	8	9	NC	81	87	NC	3	2
American Indian/Alaskan Native	NC	13	4613	NC	100	97	NC	534	535	NC	15	4	NC	15	29	NC	69	67	NC	NA	0
White	109	420	37668	100	100	99	562	570	569	1	1	1	15	12	13	84	87	85	NA	NA	1
Students with Disabilities	23	83	8943	100	100	92	486	500	495	13	13	11	35	42	51	48	43	38	4	1	1
Students without Disabilities	156	777	70791	100	100	100	566	569	561	1	2	2	12	10	15	87	88	83	NA	0	0
Limited English Proficient Students	NC	51	9138	NC	98	97	NC	497	492	NC	14	13	NC	33	46	NC	51	40	NC	2	NA
Migrant Students	NC	10	687	NC	100	97	NC	NA	528	NC	NA	6	NC	NA	28	NC	NA	65	NC	NA	NA
Economically Disadvantaged	41	237	33718	100	99	97	536	547	538	5	4	5	20	18	26	73	78	69	2	0	0
Non-Economically Disadvantaged	138	623	46016	100	100	100	565	569	567	1	2	2	14	12	14	85	86	84	NA	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

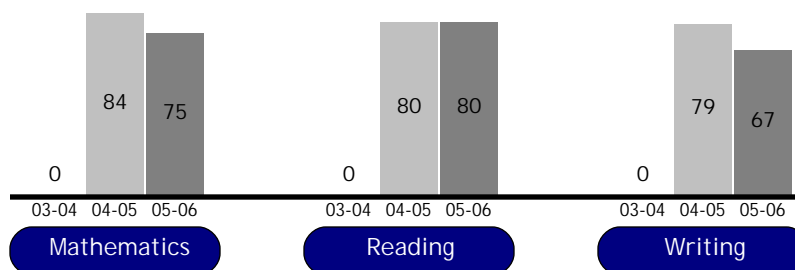


## Recent Trends in Student Proficiency on the State Standards (AIMS Test)

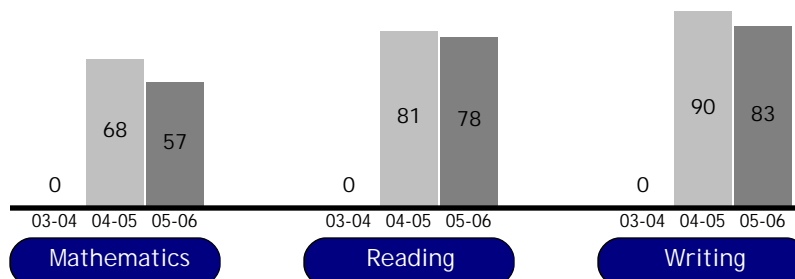
## 3rd Grade Proficiency



## 5th Grade Proficiency



## 8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

## ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

### Glossary:

#### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

#### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

#### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

#### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

#### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	NA	58	100	44	53	47	100	56	54	46
	Language	--	--	56	50	100	55	52	47	100	50	58	48
	Mathematics	--	--	66	64	100	56	57	50	100	50	63	52
3	Reading	--	--	NA	55	95	54	52	44	100	63	52	46
	Language	--	--	66	61	95	53	49	44	100	73	54	46
	Mathematics	--	--	64	61	95	48	54	51	100	54	58	52
4	Reading	--	--	NA	56	100	47	58	48	100	54	59	52
	Language	--	--	56	52	100	48	57	49	100	56	61	52
	Mathematics	--	--	63	61	100	57	63	53	100	59	68	58
5	Reading	--	--	NA	55	100	59	56	50	100	63	65	56
	Language	--	--	58	49	100	59	57	50	100	63	67	54
	Mathematics	--	--	71	63	100	54	56	49	100	63	63	52
6	Reading	--	--	NA	56	98	66	54	51	98	68	61	56
	Language	--	--	50	48	98	64	51	47	97	59	54	50
	Mathematics	--	--	60	66	99	66	55	52	98	70	61	58
7	Reading	--	--	NA	54	100	59	53	50	99	72	59	54
	Language	--	--	66	58	100	63	57	52	99	72	61	58
	Mathematics	--	--	61	62	100	57	52	50	99	65	56	54
8	Reading	--	--	NA	55	100	63	57	51	97	65	61	58
	Language	--	--	61	52	100	62	56	50	97	58	58	56
	Mathematics	--	--	62	61	100	64	57	53	97	58	56	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# Verrado Middle School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

### Council Duties

- Ü School Safety Issues
- Ü School/Business/Community Relations
- Ü Extracurricular Activities

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	55.00
Other Professional Staff	5.00	Teacher Aide	6.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	4	0	0
4 to 6 years	14	4	0	0
7 to 9 years	4	7	0	0
10 or more years	2	9	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certification.	5
Percent of teachers in the school with Emergency/Provisional Certification	7%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

### Special Facilities

- Ü Media Center
- Ü Computer Lab
- Ü Gymnasium

### Extracurricular Activities

- Ü Baseball
- Ü Softball
- Ü Soccer
- Ü Basketball
- Ü Volleyball
- Ü NJHS
- Ü Student Council
- Ü Math Counts

### Social Services

## Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	94	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

The essence of good discipline is a respect for authority, respect for others, respect for self, and respect for rules. Unsafe behavior, in any form, will not be tolerated. Local law enforcement is called when it is deemed necessary by the administration.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

4

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Jasmine Frazier	(623) 547-1300
Transportation Policy	David Gourlay	(623) 535-6070
Community Resources	Heather Cruz	(623) 547-1300
School Nutrition Programs	David Schwake	(623) 535-6000
Parent Organization	Jasmine Frazier	(623) 547-1300
Student Health/Nurse	Pat Bell	(623) 547-1300

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."



## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.